

WELCOME

to Mrs. Garrett's 8TH grade ELA class!

This year you can expect to experience all of the normal ELA opportunities. We will read and reread, write and rewrite, collaborate, present, expand our vocabularies, laugh, cry, and repeat!

Your year will follow this layout:

- Unit 1: Rites of Passage
 - “Red Roses”- summary
 - “The Medicine Bag”- animal words, symbolism, active and passive voice verbs, monologue
 - “Apache Girl’s Rite of Passage”- compare and contrast essay
 - “You Are the Electric Boogaloo” “Just Be Yourself”- Latin suffix-*ous*, tone, verb moods
 - “Hanging Fire” “Translating Grandfather’s House” etymology, forms of poetry, word choice, group discussion
 - “The Setting Sun and the Rolling World”- Greek root *-psych-*, point of view, verb mood
 - Writing- nonfiction narrative
 - Novel- *The Giver*

- Unit 2: The Holocaust
 - “The Grand Mosque of Paris”- summary
 - “The Diary of Anne Frank, Act I”- Latin suffix *-ion*, text structures, principal parts of verbs
 - “The Diary of Anne Frank, Act II”- Latin suffix *-ent*, character motivation, simple tenses of verbs
 - Frank Family and World War II Timeline- compare and contrast essay
 - Excerpt from- “Anne Frank: The Diary of a Young Girl”- Latin root *-strict-*, central idea and supporting details, word choice
 - Acceptance Speech for the Nobel Peace Prize- word families, author’s purpose and point of view, perfect tenses of verbs
 - Excerpt from “Maus”
 - Writing- explanatory essay
 - Novel- *The Devil’s Arithmetic*

- Unit 3: What Matters
 - “Freedom of the Press”- summary
 - “Barrington Irving, Pilot and Educator”- Old English suffix *-ful*, characterization, nouns and pronouns
 - “Three Cheers for the Nanny State”- Latin root *-just-*, author’s argument, clauses
 - “Ban the Ban” “Soda’s a Problem but...”- Latin prefix *ex-*, conflicting arguments, basic sentence structures
 - “Words Do Not Play”- Old English prefix *mis-*, persuasive techniques, word choice, rhetorical devices
 - Excerpt from “Follow the Rabbit-Proof Fence” Old English suffix *-ly*, descriptive writing, adjectives and adverbs
 - The Moth Presents: Aleeza Kazmi-
 - Writing- argumentative essay
 - Novel- *Roll of Thunder, Hear My Cry*

- Unit 4: Human Intelligence
 - “The Human Brain”- summary
 - “Flowers for Algernon”- Latin prefix *sub-*, theme, direct and indirect objects
 - Excerpt from “Flowers for Algernon”
 - Excerpt from “Blue Nines and Red Words”- Latin suffix *-ical*, memoir, pronoun case

The Theory of Multiple Intelligences infographic

“Retort” Excerpt from “The People, Yes”- multiple-meaning words, poetic structure, participial and infinitive phrases

Writing- informative essay

Novel- *Ender’s Game*

➤ Unit 5: Invention

“Inspiration Is Overrated”- summary

“Uncle Marcos”- Latin suffix *-ity*, characters, subject complements

“To Fly”- Old English prefix *fore-*, capitalization

“Nikola Tesla: The Greatest Inventor of All?”- multiple-meaning words, commas and semicolons

Excerpt from *The Invention of Everything Else*- denotation, connotation, figurative language, comparative and superlative forms of modifiers

“25 Years Later, Hubble Sees Beyond Troubled Start”- Latin root *-vers-*, diction, tone, dashes, ellipses

“Sounds of a Glass Armonica”

Writing- argumentative essay

We will read from our literature books and independently read novels throughout the year. I do have a classroom library from which you may check out books through me. If you do check out something, it is to be returned promptly. Please do not leave it on my desk or return it directly to its shelf. You will need to allow me to check it back in. You, of course, are financially responsible for the damage or loss of anything you have checked out or has been assigned to you.

Most of the writing and language practice will be in class.

The computer programs we will possibly use this year are Study Island and Flocabulary.

Attendance and participation are critical to your learning. There simply is no convenient time throughout the school day to complete makeup work. Seventh period is my planning time as it is many of your activity periods. I understand you may be obligated during that time. I will do my best to accommodate you.

I strive for you, me, and our time together to be healthy, happy, and productive! Good communication is vital to a strong relationship. Talk to me. Tell me what you want, what you really, really want (*The Spice Girls, Wannabe*). If you want more time for an assignment, ask. If you want an opportunity to improve a grade, ask. If you want a million dollars, ask. If you feel strongly that you should have gotten credit on something I marked wrong, defend your answer for credit. If you think of something we can do to enhance our learning, suggest it. The worst that can happen is.... What do you have to lose?

I love my students, I love my subject area, and I love to teach. We are going to have an outstanding year! -- Mrs. Garrett

You may reach me at my email: cindy.garrett@fcstn.net.